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For the Missouri Educator.

THE ABUSE OF THE WORD PRACTICAL.

But few words in common use are less understood than this one; and I know of none which calls up such dissimilar images in various minds. The demagogue understands it to designate the chicanery, the dirty work, the wire-pulling and log-rolling by which votes are secured and schemes of self-exaltation forwarded. The physician supposes it to refer to the act of mechanically compounding drugs. The novelist dreads it as something adverse to his over-drawn pictures of life; or, possibly, uses it as a *bas-relief* to his *falsetto* word-music. The poet esteems it prosy, and applicable to the dull awakening from his fervid dreams. To borrow a simile, the meaning of the term is like the rainbow,—everybody sees a different one, and all maintain it to be the same. By the great majority of persons, however, in a general way, it is used to mean something diametrically opposed to some other thing called *theoretical*. Practice and Theory are thought to be opposite extreme points of a line long enough to bind up all human objects of desire or pursuit.

It has become a pert question of the day, "Whether such a branch of knowledge is *practical?*" "If any *practical* good arises from pursuing such a study?" This understanding of the word, and the spirit which prompts these inquiries, have both sprung from prolific charlatanism, and too often they prove a fatal snare to the young and inexperienced. That system of education which depends mainly upon natural sagacity, and would substitute what is vulgarly called "mother-wit," for the results of hard study and laborious effort, is subversive of all true progress, and the community *or individual* adopting it, descends at once to the life-latitude of a monkey or a parrot. It would shackle the mind with the adamantine fetters of mere routine, of mimicry. Instead

of the deductions of science, it would give us the issue of haphazard experiments. It would conceal from our sight great truths and first principles, and teach us to use knowledge without acquiring it. It would re-establish the obstacles to investigation and invention which have only been removed by centuries of toil. Indeed, if the noisy throng who are continually raising an uproar over "*practical* reforms," (as *they* style them,) had moral influence enough to control the instruction of the rising generation, they would soon bring the world to a dead pause, an epoch in which all branches of knowledge would stand still; and shortly thereafter a retrogade movement would commence that only superhuman power could prevent from plunging mankind into the chaotic abyss of barbarism.

The normal significations of the terms *practical* and *utility*, do not make them adverse to sound learning, nor opposed to real progress. Used in the right sense, they are words of the choicest import; nothing more nor less than the best means of carrying into the business and every-day affairs of life the conceptions of science, or the best means of making the true ideal *actual*. "A principle of science is a rule of art." "All that is truly great in the practical, is but the actual of an antecedent ideal."

There is no more ground for the idea that Theory and Practice are antagonisms, than there is for the supposition that the preaching of the gospel and the conversion of men to Christianity are antagonistic works. In either case the two must go together, hand in hand, and have the same ultimate ends in view. How absurd, then, the popular sneer at Theory! What stupidity is implied in the oft-repeated and contemptuous allusions to "fine spun theories!" In the popularity of such expressions, and the *cant* of utilitarianism, we cannot fail to recognize the handiwork of empiricism, which has first confounded two entirely incongruous things—Theory and Conjecture—and then affected the common mind with a prejudice or bias against both.

But there is another phase of this subject which deserves mention, and will serve to illustrate that already noticed. In these money-getting days, when, as a poet has bitterly said,

> "Both high and low, and young and old,
> Join in the frenzied hunt for gold,
> And,— like a lady's poodle,—pet
> The "lucky-dogs" that find most,
> But crying *sauve qui peut!* they let
> The devil catch the hindmost"—

In *such* a time, very naturally, the first question asked concerning any matter of importance, is—"will it pay?" By a singular process of ratiocination the term *practical* is made to mean *dollars* and *cents*; and, with short-sighted acuteness, everything which does not yield an immediate and direct return of coin is called impracticable. Gold, the lust of which has been the bitterest curse of sin, and has ever and ever, through the long roll of ages, begotten hatred, wrath, envy, oppression, bloodshed and division, essays to domineer over our systems of public instruction, and declares inutile and profitless whatever is not needed for ITS reproduction.

The young man does not strive for anything more than what he calls a *practical* education, (meaning an education whose utmost verge is a sufficient acquaintance with arithmetical art to compute the cost of a farm or a horse,) because he cannot see far enough into the future to make out how he will be made richer by anything more. Talk to him of the advantages of knowing something concerning Natural Philosophy, and he asks what can be made by turning philosopher?" Tell him that knowledge is power, and he says "it may be, but it is not money." Tell him that without what he styles "book-learning" he is liable to imposition and fraud, and his confidence in his native "mother wit" is still unshaken. But insist that learning is a sure and safe means of multiplying dollars and cents, lands and tenements, and at once he is all attention. When, however, you explain that this is only because learning expands and increases the capacity to plan, execute and enjoy the labor of building up a fortune, and that he is not, really or literally, to be paid a *per diem* for attending schools and studying faithfully, ten chances to one but he turns a deaf ear to every further appeal to all that should make him a man and a reasonable creature.

However groveling this coin-seeking spirit may seem from a stand point of sober reason and intellectual culture, when such people ask "What *practical* good results from the study of this or that science?" philanthropy demands that they be not answered by a taunt. It is a grave question, and should, if not an aggravated case, be considered and discussed with calmness, even though it *is* very much like explaining to a child why *two* and *two* make *four*. All these interrogatories after the *practical* element of the several sciences can be fairly pharaphrased

into the one already mentioned, "Will it pay?" And it is high time that a plain answer be given, that it may serve as a means of arousing a community to a just appreciation of the actual pecuniary importance of education. Let us answer, with united, thundering voice, "Yes, it will pay!" Since all true science is a leading forth, a clearing of the track for the glorious principle of reason which God has implanted in us,—a key which unlocks and frees the soul from the narrow prison house of the body, and sends it upon fruitful voyages after the choicest blessings of earth and heaven, its acquisition *will pay* any and all, and is alike necessary to all who would be governed by reason or live for usefulness. *It will pay*, too, *in any vocation of life!* The confined limits of this paper will not allow me to particularize; but I may say, briefly, that it will pay the farmer fourfold, with lands enhanced in value, with stock improved in quality and number, and with a heart more contented, more happy, more free. It will pay the mechanic by increasing his material comforts and diminishing his labor. It will pay the professional man, for without it he is but a quack and an impostor. It will pay the mother training her offspring upon her knee, by assisting her rightly to direct that beautiful young life which we imagine Adam might have regretted, though he had retained possession of Eden. Nay, more, by fitting her for companionship with the partner of her joys and sorrows, will pay her by perpetuating the silken bonds of love, which too often are sundered when youth and beauty fade. Do you want confirmation? Look around you, friends, upon your whole circle of acquaintance. Do you find the unlettered, uncouth class occupying posts of honor and trust? *Are the worldly-prosperous* individuals of your community those who in early life neglected science? Indeed, have your ever known an educated man or woman whose fortune was not *improved* by that very education? Besides, even if our pecuniary interests do not lie directly in the road of liberal education, we have other things to look after in life. Heroism, chivalry, faith, imagination, social virtues, are each and all more essential to our happiness than wealth. Does any one say they are at a discount; that they are unremunerative, unmarketable; could not be cashed or negotiated? If so, there spoke the one-idea, hidebound man. What! Is everything, every man to be measured by productive capacity and material uses absolutely? Is that

the much vaunted progress of the present age? Is our civilization tending thither? Then I would prefer the darkest days of feudalism to our glorious nineteenth century. Progress, *individual* and national, must be of the mind and heart, else it is deleterious. Its stages must be marked by the recognition of justice, the advancement and increase of honesty, courage, honor, truthfulness, the growth of love, the spread of virtue and godliness, the expansion of courtesy, generosity, kindliness and good faith, else it is *retrogade* progress, whatever amount of gold be circulated or hoarded.

LONGFELLOW, has beautifully said:

> "Lives of great men all remind us
> We can make our lives sublime,
> And, departing, leave behind us
> Footprints on the sands of time:
> Footprints that perchance another,
> Sailing o'er life's solemn main,
> A forlorn and helpless brother,
> Seeing, shall take heart again."

The poet might have added a corollary. We certainly have the power to make our lives sublime, but it is no newly-invented power, nor is it talismanic. Science does not come by inspiration. Utility is a result of science, but is not an accidental result. The great minds of all ages were indebted to no happy chance for their achievements; and *they* did not stop, with hands fiercely griping their pocket books, to inquire whether this or that branch of knowledge was *practical*. Finding extensive culture of every kind indispensable, they engaged themselves at once in persevering study. And when we, with the records of the benefits which science has conferred upon mankind, doubtingly consider the importance of acquainting ourselves with the principles and means which scientific men have decided to be the great, inexhaustable source of these benefits, are we not virtually convicting ourselves of the most consummate folly? He is but a driveler who would deny it!

Another abuse of the word *practical* consist in employing it exclusively in speaking of the absolute necessaries of life. Ask a matter-of-fact farmer whether any *practical* benefit would accrue to him were he to paint his house, plant trees in his yard, and beautify his residence to the extent of his power. He will tell you, No! unless it be that such improvements would

cause my farm to sell for more than it otherwise would. He thinks nothing *practically* beneficial save that which contributes to an abundant supply of the commonest comforts. And what a herd of folk will agree with him. Again, how few persons will admit that poetry and music have any claims to consideration on the score of *practical utility*. Or, if it be admitted, is not the admission merely an unthinking assent to the declaration of a superior, and totally inoperative in their daily walk and conversation? Yet poetry, music, and every conceivable embellishment which a cultivated taste demands, answer the same end, and that directly, as the so-called practical things; or, in other words, they contribute to our happiness, which is the prime object of existence, and which all men everywhere seek from the cradle to the grave. Is it only necessary to fill men's stomachs and pockets to make them happy? Are their hearts and fancies not to be fed and nurtured? Is man's labor to find the dead level of toil, ungladdened by the sound of rejoicing, unbrightened by hours of mirth? Oh! who would strip life of all its joyous and poetic inspirations, leaving us only bare, dreary materialism? No! man's soul is not to become merely the motive power in a mechanism of profit and loss, utility and production. But, say some, we have learned that a discriminating, tasteful, accomplished, scholarly man is not the happiest. Who says it? Those who are qualified to speak from experience? Heed them not. Be not deceived by the false light in which they exhibit the word practical, nor by the specious assertion with which they would discourage attempts to discover a better signification.

FELIX H.

For the Missouri Educator.

PSEUDO SCHOLARS.

It is no unusual thing to hear persons talk flippantly of high art, and abstruse science, as if they were with them the most commonplace, every-day affairs. There is, in the public mind, apparently, a morbid disposition to harp upon and platitudanize about that concerning which but little is really known. An acute observer of humanity will not fail to notice, also, that "sound and fury, signifying nothing," is a prime element of much euphonious discourse upon educational topics. Without a single well defined notion about education, and attaching no specific meaning to half

the words employed, the charlatan stupifies with astonishment his less impudent neighbors, and by common consent is written down an intellectual Hercules. It may have been the peculiar lot of a few readers of the Educator, to have thus far escaped annoyance from this most contemptible class of individuals; but let me assure you, fortune will not always be thus kind. Empiricism is a distinctive feature of our times. Its insidious wiles threaten to sap the foundation of some of our best institutions of learning. Its brazen personification is ubiquitous,—is seen in the pulpit, at the bar, in the school room, in legislative halls, on the farm, in the work-shop, in the artist's studio, and alas! how frequently at the death-bed of victims, there sporting an impervious cloak woven from the mystic initials, M. D. It goes wherever industry or true science has opened a field of exertion. It is heedless of consequences, and lays ruthless hands upon the fairest creatures of patient and loving labor. Its infectious breath desolates the fair fields of poesy as the wildly-wasting sirocco devastates the desert's oasis.

That we may not be confused by speaking thus generally, (perhaps vaguely) of empiricism in the abstract, let us take an example:

A father, experiencing the disadvantages of ignorance in his struggle through life, determines that his son shall be put upon the high vantage ground afforded by a liberal education. We will suppose the son possessed of an ordinary intellect, with little inclination to avail himself of the precious opportunities procured for him by the doting sire. He strays about from one academy to another till a smattering of rudimental knowledge is gained, and finally enters college. While there, it is exclusively his object to *get through* with a prescribed course. He learns only what he cannot avoid learning; and contracts habits of superficial study which go with him when he turns his back upon the august scenes of commencement day and degree-taking. Prematurely thrown upon the world as a *graduate*, he finds that he has a certain character to maintain, failing in which he must writhe under ignominious insignificance. Then commences the long train of debasing deceptions, which smother every noble impulse of his soul, transforming him into the veritable quack. He shrouds his reputed acquisitions in an impenetrable, masonic veil of mystery and mock majesty, and in the vulgar presence seems a very demi-

god. If favored with a glib tongue, he will resolutely confront a real scholar, and perhaps vanquish him by his prowess of sheer impudence. When called upon to give an opinion upon any abstruse subject, he never confesses ignorance, but industriously works until he has raised a fog of words, (*mere words*) for he does not deal in ideas,) and under cover of the fog prudently retires, leaving no traces of his positions. When fairly enlisted in the diabolical cause of humbug, his intellect finds a congenial employment in quips and quibbles, and is wholly expended upon them. Gradually, in point of scholarship, he sinks beneath contempt; and finally he is so fallen that even the keen shafts of ridicule must be blunted before they will sting him.

As I have intimated, it is possible that the younger portion of the readers of the Educator have never met such characters. Yet it is hardly possible that any have entirely escaped the influence of errors which these pseudo-scholars have impressed on the public mind. No one, in fact, but an egotist, a pedant, or a representative of the boastful genus itself, would claim to have escaped scot-free from the deadfalls which charlatanism has constructed in our pathway.

EDUCATION OF TEACHERS.

Among other great services in the cause of education, Hon. Edward Everett has finely described a course of instruction for Normal Schools. We commend the subjoined to the readers of the *Educator*, regretting that we have not space for the entire description. He says a course of instruction for teachers should consist, in part, as follows:

1. A careful review of the branches of knowledge required to to be taught in our common schools; it being, of course, the first requisite of a teacher that he should himself know well that which he is to aid others in learning. Such an acquaintance with these branches of knowledge is much less common than may be generally supposed. The remark may sound paradoxical, but I believe that it will bear an examination, when I say, that a teacher thoroughly versed in those branches of knowledge only which are taught in our common school, is as difficult to find as a first-rate lawyer, divine, or physician, statesman, man of business or farmer. A good schoolmaster should be able to read and speak

the English language with propriety, ease, and grace; and this cannot be done without a thorough knowledge of its grammar. He should possess, at the same time, a clear, shapely, and rapid hand-writing, and be well versed in the elemental principles and operations of numbers. Without going beyond these three branches,—best designated by the good old-fashioned names of reading, writing, and arithmetic,—I venture to say that a man who possesses them thoroughly is as rare as one of corresponding eminence in any of the learned professions. And yet the law requires such men for our district schools. What says the statute? "In every town containing fifty families or householders; there shall be kept, in each year, at the charge of the town, by a teacher or teachers of competent abilities and good morals, a school for the instruction of children in orthography, reading; writing, English grammar, geography, arithmetic, and good behavior.

How few, even of those considered men of education, are thoroughly versed even in the branches required by law in our common schools! How much fewer who know them as a teacher should know them! for a teacher ought to know of every thing much more than the learner can be expected to acquire. The teacher must know things in a masterly way, curiously, nicely, and in their reasons.

The great mistake in monitorial instruction is, that it supposes that the moment the bare knowledge of a fact in its naked form is attained, it qualifies a person to teach it to others. The teacher must see the truth under all its aspect, with its antecedents and consequents, or he cannot present it in just that shape in which the young mind can apprehend it. He must, as he holds the diamond up to the sun, turn its facets round and round, till the pupil catches the luster. It is not an uncommon thing to hear it said of a grown person that he is too learned to teach children; that he knows too much, is too far in advance of their minds to perceive their difficulties. I imagine the trouble generally to be of an opposite character. The man of learning either never understood the matter thoroughly, or he has forgotten what he once knew. He has retained enough of his school learning for the particular calling of life he has chosen; but he has not retained a clear recollection of the elemental truths which it is necessary the learner

should comprehend. If in this state of things he cannot comprehend the schoolboy's difficulty, it is not his superior wisdom, but his ignorance which is at fault. These remaks apply particularly to the science of numbers, over which most of our children pass languishing days or weeks, vainly striving to master a hard "sum," or a hard rule, which they finally give up in despair, or of which they content themselves with some false explanation, from the pure want of capacity on the part of the teacher. A child of eight or nine years of age, at one of our district schools, has run through the chief rules of arithmetic, as it used to be taught, doing all the sums, and set them down in his ciphering book, without the slighest comprehension of the reason of any one of the operations. At last, after going a second or third time through tne rule of decimals, he for the first time, caught a glimpse of the real nature of a decimal fraction, of which he has been wholly ignorant before, and which in his simplicity, he thought a discovery of his own. It was not till some time afterward that he found out that mankind had for a great while been aware that a decimal is a numerator of a fraction whose denominator is a unit with as many ciphers as the numerator has places. The first object of instruction at a Normal School is, as far as possible, in the space of time assigned to its instructions, to go over the circle of branches required to be taught, and see that the future teacher is thorougly and minutely versed in them.

2. The second part of instruction in a Normal School is the art of teaching. To know the matter to be taught, and to know it thorougly, are of themselves, though essential, not all that is required. There is a peculiar art of teaching. The details of this branch are inexhaustible, but it is hoped that the most important principles may be brought within such a compass as to afford material benefit to those who pass even the shortest time at these institutions. The subject should be taken up at its foundation, in those principles of our nature on which education depends; the laws which control the faculties of the youthful mind in the pursuit and attainment of truth; and the moral sentiment on the part of the teacher and pupil which must be brought into harmonious action. The future teacher must be instructed in the most effectual way of reaching untaught mind —a process subtile, difficult, various. The first thing requisite often will be to ascertain what has to be unlearned, both as to

positive errors and bad habits of mind. The child who has been accustomed to add numbers together by counting on his fingers, instead of learning a simple addition table by rote at the outset; who has formed to himself a small, ill-looking, and illegible scrawl, under the name of a running hand, without ever having learned to shape the letters in bold and fair proportions; or who, under the notion of refinements beyond the common standard, has been taught such barbarism as "he shew me the book," "I have began to read it," "had I have had time to go,"—such a child I say, comes into the hands of the teacher heavily laden with a cargo which it must be the first labor and care to throw overboard.

But the art of teaching is not confined to the correction of the errors, or a reform of the bad habits, of the mistaught pupil. Where nothing of this kind is to be done, the mind of the learner is still to be guided, aided, and encouraged in its progress. The perfection in the art of teaching consists in hitting the precise point between that which the studious pupil must do for himself, and that which the instructor may do with him and for him. It is not enough, in teaching a child to read, to correct with a harsh voice some gross error which he may make in reading a verse or two in the New Testament or the National Reader. The teacher must himself, patiently, kindly, and with a gentle voice, read the passage over repeatedly, and see that the learner understands the meaning of every word, and the whole sentence. It is peculiar to arithmetic, that though there are degrees of readiness in performing its operations, there are no degrees of clearness and certainty in the knowledge of its principles. The incredible vexation which attends the study of this branch with many children, generally arises from the unskillfulness of the teacher, in not taking care that the learner, as he goes along, understands thoroughly each successive step. If this be done, the child of ten years old will know what he knows at all as well as Sir Isaac Newton. Some simple school boy muse, in former times, has recorded its sorrowful experience on this subject in the following plaintive and, in my day, very popular strain—

"Multiplication is vexation,
Division is as bad,
The rule of three does puzzle me,
And practice makes me mad."

But if proper care be taken that every step be thorougly understood before advancing to the next, multiplication and division will be found as simple as addition or subtraction; while the rule of three and practice have been shown, in the recent and best school books, to be wholly unnecessary, inasmuch as all questions usually performed by their aid can be more readily performed by simpler processes.

One thing is certain; that though there can be no difference in the average capacity of equal numbers of the children in two schools in the same community, there is often a vast difference in the average scholarship, after the same amount of schooling. To what can the difference be ascribed, but to the different degrees of skill on the part of teachers? It is not an uncommon thing to find children who, after having been months, and even years, employed either on the lower elements or on the higher branches of learning, leave school, at last knowing nothing thoroughly, and not much superficially. They can not read with fluency, force, and intelligence, to say nothing of grace and beauty; they write a poor, unsteady, hieroglyphical hand; they have no clear notions of grammatical construction, and are awkward and incorrect in the use of numbers. Perhaps this is the description of nearly half the children who leave school in town or country. The little that is learned of Latin and Greek is equally inaccurate and shallow. The fault is commonly laid at the pupil's door, especially if he has had what is usually called schooling enough. I think, however, generally, that the fault is with the teacher, who is frequently not thorougly versed himself in what he undertakes to teach—more frequently unskilled in the art of teaching. The astonishing difference sometimes noticed in the progress of the same school under different teachers, in successive seasons, shows how much is justly attributable to this cause.

THE USE OF TROUBLE.—Many of the brightest virtues are like stars—there must be night, or they cannot shine. Without suffering, there can be no fortitude, no patience, no compassion, no sympathy. To enjoy life, you should be a little miserable occasionally. Trouble, like cayenne, is not very agreeable in itself, but gives great zest to other things.

GYMNASTIC EXERCISES.

Let any one witness the exercises of the gymnast, and he will be struck with the glowing excitement which these exercises inspire. The whole group seems to be engaged in enjoyment, in the most heart-cheering amusement; care, anxiety and despondency seem to have been left outside the ground. Those even who are past the middle of life seem to feel a rejuvenality. What effect all this must have upon the health it is easy to perceive. It is evinced by the tinge of red it gives to the palest cheek, by the animation which at the time sparkles in the most sunken eye. Even the spectators are not free from its influence. We see that the graceful and easy performance of the most common action of life, walking, depends upon a well-managed practice. It requires a nicely regulated poise of the body, we are pursuaded, rather more difficult to acquire than many of the positions of the gymnasium. The human body is easily capable of performing these, but the power lies dormant until called into action by the gymnastic exercise. In the moment of peril, when unusual exertions are called for, the unpractised man, in many cases, finds himself as helpless as a child, or if despair forces him to untutored attempts, they are frequently attended with worse, or at least, as fatal consequences as those he wishes to avoid.

Courage is generated by confidence, and confidence is acquired by practice. A hazardous undertaking, which we have often achieved, ceases to be considered as any further dangerous than affording us an occasion to call forth all our energies. The well-taught gymnast would, in a case of necessity, take a leap which few could perform, if any would venture. Leaps of great distances and heights he has often attempted with success. By him the length, the height, and the intervening obstacles could be measured in a moment. Rehearsals of such situations and circumstances have been his daily amusement. He cannot be dismayed at danger who has often played with it, and the principles of his art have supplied him with means to disarm it of half of its power.

The want of agility is a common defect amongst almost all classes of people in this country. This arises from our plodding, money-getting habits. A man, whom a certain train of circumstances has enabled to get money, while at the same time

he lives luxuriously and *sits at ease*, becomes the envy of all around him. He is supposed to have arrived at the summit of sublunary felicity. Heaven in composing the human skeleton, formed it with all the joints necessary for performing its natural actions, but man seems to have neglected the gift; his object seems to be to acquire property, never to enjoy it. His wish is to possess gardens, lawns, meadows and parks, delightful to walk in, but he loses the use of his limbs in procuring money to purchase them. Such a man, by neglecting the use of virtuous corporeal exercise, has mistaken the road to health and happiness.

Physic cannot restore him to the former, nor wealth to the latter. He takes but partial glimpses of the fair face of nature; he never threads the mazes of the woods, leaps the brook, nor climbs the mountain. These exercises the habits of his life have long renounced, and he fancies this is in acccordance with his years. Indolence has rendered him stiff and inexpert, and he lays the blame on time. His pains and his inability are, however, the punishment inflicted upon him by outraged nature.

Would the indolent and listless fly to cheerful and invigorating exercise, he would find his spirit enlivened, and his mind recover its tone, at the price of no self-reproach. The exercises of the gymnasium have enough of difficulty in them to operate, in the aggregate, as a stimulant to the mind, while they invigorate the body. This cannot be said of sedentary amusements, the best of which, though they may be untainted with vice, are yet neither profitable to the soul or the body. The labor of thinking, the deep calculation, the extensive forethought, and indeed the intense application of all the powers of the mind, requisite to play with success a game at chess against a skilful opponent, might, had they been applied to objects of utility, have merited the applause and gratitude of mankind. None but the temperate, none but they whose passions are well regulated by the precepts of prudence and virtue, can ever hope to excel in these exercises. The purer the mind of the gymnast, and the more free from the debilitating effects of vicious habits, the more vigorous will be his arm, the more dauntless his courage. FULLER.

HAVE you got a sister? Then love and cherish her with a holy friendship.—*Warnock*. If you have no sister of your own, we advise you to love somebody else's sister.—*Bardstown Gazette*.

APPORTIONMENT OF THE STATE SCHOOL MONEYS FOR THE YEAR 1858.

The State Superintendent, on the first day of May, apportioned the State School moneys among the several counties as follows:

Adair	$1,916 60	Livingston	1,953 70
Andrew	2,748 20	McDonald	1,128 40
Atchison	1,026 20	Macon	3,197 60
Audrain	1,087 80	Madison	1,239 00
Barry	1,954 40	Maries	1,134 70
Barton	360 50	Marion	2,879 80
Bates	1,706 60	Mercer	2,298 10
Benton	1,967 70	Miller	1,800 40
Bollinger	1,041 60	Mississippi	1,054 20
Boone	3,680 60	Moniteau	2,214 80
Buchanan	3,798 90	Monroe	3,097 50
Butler	820 40	Montgomery	1,484 70
Caldwell	1,155 00	Morgan	1,291 50
Callaway	2,881 20	*New Madrid	1,541 22
Camden	914 20	*Newton	4,197 16
Cape Girardeau	3,397 80	*Nodaway	1,985 46
Carroll	2,480 10	Oregon	850 50
Cass	2,310 00	Osage	2,001 30
Cedar	1,837 50	Ozark	1,330 00
Chariton	2,345 70	Pemiscot	456 40
Clark	3,032 40	Perry	2,003 40
Clay	2,346 40	Pettis	1,808 10
Clinton	1,995 00	Phelps	667 80
Cole	1,765 40	Pike	3,315 90
Cooper	3,350 90	Platte	3,598 00
Crawford	1,743 00	Polk	2,656 50
Dade	1,634 50	Pulaski	1,097 60
Dallas	1,337 00	Putnam	2,502 50
Daviess	1,997 10	Ralls	1,710 10
DeKalb	1,049 30	Randolph	2,267 30
Dent	1,090 60	Ray	3,040 80
Douglas (included in Ozark)		Reynolds	674 80
Dunklin	424 20	*Ripley	1,888 82
Franklin	2,728 60	St. Charles	2,969 40
Gasconade	2,205 00	St Clair	1,588 30
Gentry	3,215 80	St. Francois	1,802 50
Greene	4,335 10	Ste. Genevieve	1,642 20
Grundy	2,238 60	St. Louis	31,084 99
Harrison	2,733 50	Saline	2,405 90
Henry	1,727 60	Schuyler	2,481 30
Hickory	1,004 50	Scotland	1,934 80
Holt	1,734 60	Scott	1,038 10
Howard	2,524 20	*Shannon	914 80
Howell	513 10	Shelby	1,616 30
Iron	790 30	*Stoddard	3,657 18
Jackson	3,577 00	Stone	488 60
Jasper	1,986 60	Sullivan	2,661 50
Jefferson	1,992 20	Taney	1,324 40
Johnson	2,798 60	Texas	1,143 80
Knox	1,908 20	Vernon	2,255 10
Laclede	1,351 00	Warren	1,939 00
Lafayette	2,914 80	Washington	1,106 30
Lawrence	2,415 70	Wayne	1,252 30
Lewis	2,170 00	Webster	2,048 20
Lincoln	2,708 30	Wright	1,056 30
Linn	2,041 20		

STATEMENT OF FUND.

Balance remaining from last apportionment	$ 2,226 57
25 per cent. of State Revenue for 1857	165,626 75
Bank Dividends to 1st January, 1858	80,354 25
	248,207 47
Apportioned 1st May, 1858	244,993 54
Balance	$3,213 13

The Counties marked thus * draw for 2 years.

Reports have been received by the State Superintendent from every county in the State for the present year, showing a rapid increase of interest in our Common School system throughout the State. From the reports made we gather the following figures:

	No. of School Districts.	No. of School Houses.	No. of Colleges.	No. of Academies.	No. of Teachers.		Amount paid Teachers.		Am't raised to build S Ho'ses	
					Male	F'male	$	cts.	$	cts.
1856	3,858	2,671	9	48	2,409	480	379,815	88	32,571	96
1857	4,640	3,382	22	91	3,545	852	480,735	42	129,896	85

KNOWING WHAT ONE'S ABOUT.— "Half of the evil in this world," says Ruskin, in his "Stones of Venice," "comes from people not knowing what they do like—not deliberately settling themselves to find out what they really enjoy. All people enjoy giving away money, for instance; they don't know that—they rather think they like keeping it; and they do keep it, under this false impression, often to their great discomfort. Everybody likes to do good; but not one in a hundred finds this out. Multitudes think they like to do evil; yet no man really enjoyed doing evll since God made the world."

IF any one knows why a woman should teach, or do any other good work, for half what a man would receive for the same service, let him give the world the benefit of his knowledge; but if none can give a good reason for this disparity, then all should unite to remove it as injurious and unjust.

"THERE is no excellence without labor," says the proverb. True, but there can be much labor and no excellence. Labor must be methodic, and directed by an intelligent purpose.

Poetry.

WHAT IS TIME?

I asked an aged man—a man of cares—
Wrinkled, and curved, and white with hoary hairs.
"Time is the warp of life," he said, "O tell
The young, the fair, the gay, to weave it well!"

I asked the ancient, venerable dead—
Sages who wrote, and warriors who bled;
From the cold grave a hollow murmur flowed,
"Time sowed the seeds we reap in this abode!"

I asked a dying sinner, ere the stroke
Of ruthless death life's golden bowl had broke.
I asked him, "What is time?" "Time," he replied;
"I've lost it—ah, the treasure!"—and he died.

I asked the golden sun and silver spheres—
Those bright chronometers of days and years:
They answered, "Time is but a meteor's glare,"
And bade me for eternity prepare.

I asked the seasons, in their annual round,
Which beautify, or desolate the ground;
And they replied, (no oracle more wise,)
"'Tis folly's blank, and wisdom's highest prize."

I asked a spirit lost, but O the shriek
That pierced my soul! I shudder while I speak!
It cried "A particle!—a speck!—a mite
Of endless years, duration infinite!"

Of things inanimate, my dial I
Consulted, and it made me this reply:
"Time is the season fair of living well—
The path to glory, or the path to hell."

I asked my Bible, and methinks it said,
"Thine is the present hour, the past is fled;
Live! live to-day! to-morrow never yet
On any human being rose or set!"

I asked old Father Time himself, at last;
But in a moment he flew swiftly past;
His chariot was a cloud—the viewless wind
His noiseless steed, that left no trace behind.

I asked the mighty angel, who shall stand
One foot on sea, and one on solid land;
"By heaven's great King, I swear, the mystery's o'er!
Time was," he cried—"but time shall be no more!"

Editorial Department.

AGENTS.—S. S. Homans & Co., Commission Booksellers, No. 97 Fourth Street, St. Louis, are our duly constituted agents, and contracts made by them for advertising in the EDUCATOR will be binding upon us.

MISSOURI STATE TEACHERS' ASSOCIATION.

The meeting of this body in this city, commencing on the 6th inst., will be recollected by our readers. The programme of exercises appeared in our last issue, and we do not suppose it necessary to re-publish it.

Members of the Association, and other teachers, arriving on Tuesday, who will report themselves at the office of State Superintendent, in the Capitol, will meet a committee who will attend to their entertainment during their stay with us.

THE REPORTING SYSTEM IN SCHOOLS.

Tale-bearers are never popular. They are especially unpopular among children. We remember with distinctness the ineffable contempt which filled and swelled our boy-breast, for that schoolmate who was ever ready to sing out, "Master, John Smith is scrouging me!" "Master, make Bill Jones quit kissing Betty Blaine!" and similar ejaculations, exposing common infractions of school rules. All our primary schooling was in the "old field" system. We attended institutions where high, backless benches, long tasks, hearty floggings, and the consequent unhappiness of both teachers and pupils, were the order of the day; and we have vivid recollections of not a few scenes initiated by such exclamations as the above, *et quorum pars magna fuimus.*

We presume there are now but few if any teachers who will encourage this tale-bearing practice. Indeed, we believe many

have gone to the other extreme, and refuse to notice or punish violations of rules to which their attention is asked in this manner.

When the school boy grows up, and is sent to college, he very naturally carries with him his natural dislike to tale-bearers. He holds in soverign contempt that classmate who manifests a disposition to inform the Faculty of any departure from the line of conduct prescribed by them. It is evident that a pre-disposition of this kind may produce great mischief.

In our humble opinion, while envious and malicious fault-finders among students should be rebuked, teachers should be especially solicitous to make each pupil feel that his honor and advancement is directly involved in every act of disobedience by his classmate, and that it is his duty to report the offender. The school community, in this respect, is like that composed of children of a larger growth, where laws and executive officers are a nullity if public sentiment connives at offences.

ANNOUNCEMENTS.

John G. Gibbons, School Commissioner of Johnson County, is a capable and efficient officer. Of this we have evidence in the fact that he has sent us a larger club of subscribers than any other Commissioner in the State.

The Twenty-eighth Annual Meeting of the American Institute of Instruction, will be held at Norwich, Conn., on the 17th, 18th, 19th, and 20th of August, 1858.

The National Teacher's Association will hold its Second Annual Meeting at Cincinnati, on the 11th, 12th, and 13th of August, 1858.

The American Association for the advancement of Education will hold its Eighth Annual Meeting in November, 1858, at Albany, N. Y.

It is said that at the recent meeting of this Association in Baltimore, the most racy of the discussions, in the Geological section, was upon the claim made by Prof. Swallow that certain rocks in Kansas belong to the Permian System, etc. Prof. Rogers offered opposition to the theory.

The Thirteenth Annual Meeting of the New York State Teachers' Association, will be held at Lockport, on the 3rd, 4th, and 5th days of August, 1858.

School Trustees and others wishing to employ competent male and female teachers, can hear of several who will not fail to give satisfaction, by writing to the Editor of the *Educator*.

The Ohio State Teachers' Association, will hold its Tenth Semi-annual Meeting in Delaware, on the 7th and 8th of July.

The Sixth Annual Meeting of the *Wisconsin State Teachers* Association will be held at Portage City, on Tuesday, August 3rd, 1858.

The closing exercises in Jefferson City Female College, will commence on Monday, the 13th of July. Rev. Leftwich and Prof. J. L. Tracy, are announced to deliver addresses.

In Company with the School Commissioner, Paul C. Edmunds, Esq., we sometime since visited the public schools of this city, and find them in good condition. They are now under the charge of Miss Jennie Stephens and Miss Dora Lisle; and if a better house and suitable furniture were procured for them, we think they would compare favorably with the public schools elsewhere.

Catalogues.—We have recieved, during the past month, Catalogues from Clay Seminary, Liberty, Mo.; Memphis Female College, Memphis, Tenn.; Monticello Institute, Monticello, Mo.; Female College, Jefferson City, Mo.; and Missouri University, Columbia; for all of which our thanks are tendered.

Female Teachers.—We have frequently heard parents object to the employment of a lady in a district school, because, as they said, she could not govern the larger boys. An acknowledgement that a youth cannot be governed by a lady should come from a parent with a *blush*, we think. Such boys are not governed at home, and will be insubordinate whatever be the sex or size of his teacher.

THE WORK,

AND HOW IT SHOULD BE DONE.

Our school houses in the rural districts of Missouri are, almost without exception, ill-adapted to their purpose; and we may safely add, the manner of conducting the schools is too generally in accordance with the character of the school houses.

These schools vary in number of scholars from fifteen to seventy. The sum and substance of classification in them amount to about this—that when like books can be obtained, a certain number of pupils stand up to read or spell at the same time. Although an apparent classification, it is but the exercise of *one pupil at a time*, and each claiming his independent share of the attention of the teacher; and in these reading or spelling classes, or rather grades, the time of the teacher is mainly employed during the hours of school, though there are other duties continually breaking in, such as keeping order, listening to complaints, settling quarrels, doing the necessary whipping, making and mending pens, and showing "*how to do sums.*"

This routine should be and can be radically changed in many of our public as well as private schools. An example of a reformed school may be pertinent to show the change, and may be of service to some whose opportunities of observation have been limited.

We will suppose an average attendance of fifty scholars. The house is moddled and furnished with at least a slight degree of consideration for the health, comfort and tastes of the children, with plenty of black-board surface and outline maps, suspended all around the room. The branches taught are orthography, reading, writing, (the latter most successfully taught at first upon the black-board and in the use of "dictation exercises,") grammar, geography, arithmetic, natural philosophy, the rudiments of algebra and geometry, and a class in plane surveying. The school time is divided into half hours, with a recess of a few minutes, say five, between each class, for relaxation, change of classes, &c. The object of this is to have a time for everything, and everthing in its time. The first half hour is taken up perhaps with a class in arithmetic, the subject allotted the day previous, the class as large as prac-

ticable, and *all* at the black-board. The first duty is to understand the principle involved in the rule. This is exhibited by the teacher or one of the class selected by him. All are thus instructed at once in the principle; and then examples are given to all, and each strictly required to give the reasons for the process and result of his work, under the eye and supervision of the teacher. Thus a half hours instruction by the teacher is re-duplicated just according to the size of the class, and ten, twenty, thirty or more taught with the same labor as one. When the time, which must be accurately kept, has expired, the recess intervenes, which may be improved by manual exercises in some cases, and then comes another class, and so on through the hours of study.

In teaching geography, the whole school may sometimes be taught as one class, (for every child that can be taught the alphabet, can also be taught the beginning of this science,) some, times in concert as to answers, and sometimes individually; but always beginning with a practical geographical knowledge: first, of their own school house, its boundaries as to surrounding farms, the points of the compass, the course ot adjoining roads and adjacent streams, &c.; then, the enlargement of the same geographical idea into township, county and State, etc. This, whether taught to the whole school at once, upon the maps without books, or to separate classes upon allotted lessons, occupies its set time and no more. The occasional interspersion of these exercises with singing affords a rational and pleasant relaxation.

Such schools conducted for a few months and ending in an examination, not of set lessons prepared for the purpose, but an inquiry into the general knowledge acquired by the pupils, will in the greater number of instances satisfy the people that the reform is salutary. To bring about this reform the conjoint action of teachers, trustees, county commissioner and people, is necessary,and every honorable means should be used to obtain it.

It is important to know that there is a limit to the power of a teacher. He cannot control children away from school. Insubordination at home will produce insubordination at school, and this can only be *remedied*, not prevented, by a teacher.

FOURTH OF JULY.

This being the month in which occurs the ever-memorable anniversary of American Independence, we cannot forbear sending to our readers our most cordial wishes that the many celebrations and festivities in which they will severally participate, may prove a source of great pleasure and interest. We are not cold-hearted enough to sneer at such things. Many years ago, John Adams, with prophetically inspired pen, predicted that the feeble nation whose exodus from under the yoke of a foreign tyrant he had so nobly assisted, would in all coming time celebrate this day above all others. His prophesy has been more than fulfilled. In the groves and pleasant places of the land, millions of freemen will assemble, and their voices go up unitedly to the Ruler of Nations, in prayers for future blessings, and thanksgivings for the benefits and happiness of the past. A nation, perhaps the most enlightened and powerful on the globe, gathered together on the grassy hillocks and in the flowery vales of an almost boundless territory, renewing reverential memories of the troubled times long gone by, and cultivating those sentiments of patriotism which are its surest guaranty of perpetuity, how grand the spectacle! The eye which does not dilate with joy on beholding it, must be leaden indeed. The mind which comprehends it unmoved, must be dead to all the holy impulses of a noble nature.

There is an element that enters into and vivifies our national rejoicings which no other people can boast or understand. Our country has taught the world a lesson on the subject of self-government. We have a realizing idea of liberty and equal rights. Our exultation at our freedom is not turned into mockery by the presence of a monarch, privileged classes, an established church, or a government debt so huge that we cannot think of it without dizziness, as is the case with the mother country. With us the time when Liberty and Republic are talismanic words, has not been but an occasional throe of a grand political spasm, as is the case with mercurial France. No horizon gleaming with blood-boding stars,—with revolutions, devastating wars, and famines,—meets our gaze as it does that of all Europe. The people of the United States are enlightened, educated, free, independent! They have the Bible, every means of progress

known to the world, and a form of government which shall, with the blessing of Heaven, be continued to the end of time, despite the croakings of timorous friends and malicious enemies. The patriot Webster's prayer will be answered. The sun in his course through the heavens, throughout the cycle of ages yet remaining to the earth, will visit no land more free, more happy or more glorious than our own. The bands of Union will remain as steadfast as the bases of everlasting hills.

We consider it the imperative duty of every individual to cultivate an ardent attachment to this country and her blessed institutions. Man is not a perfect being. He is governed more by certain frames of mind, and more by habits, than he is perhaps willing to admit. There are but few who do not make for themselves an object in life—a mission—an aim of existence, to which they devote their energies entirely. And so it is with communities. If the great heart of America will but allow imagination, and faith, and hope, to rule it, the realization of the fond dreams of enthusiasts becomes a certainty,—the high destiny of the United States a fixed fact!

The history of Russia affords a striking illustration of the devotion of a vast nation to an idea, and of the influence of that devotion on the destinies of the world. Peter the Great, fired with an impulse which he could not attribute to mere personal ambition, conceived that he and his descendants were to be instruments in the hands of Heaven to subvert the Mahommedan religion, and overrun Southern Europe. Succeeding generations have been religiously educated into this belief, until now a kind of frenzy—an unconquerable hatred of the Mussulman—a wild but abiding faith in the ultimate triumph of their great project, seems to pervade that people universally. No intestine feuds could disturb, no foreign opposition subdue, no obstacles discourage, intimidate or humble the proud Czar in the prosecution of his gigantic schemes. If one dies, another, seemingly but his complement and supplement, instantly takes his place. And it is scarcely three years since the world beheld the astonishing spectacle of teeming millions, in that mighty empire, panting for war and carnage in the face of the most powerful armies ever marshaled on earth, and ready to sacrifice all that renders life endurable,—nay, life itself,—in a mad devotion to their idea and to their prince.

Napoleon Bonaparte infused into *la belle France* his own burning thirst for glory,—imbued the cultivators of her vine-clad hills with his blind trust in a manifest destiny,—and her youth and valor followed his beckon to a thousand gory battle-fields! Even when beaten on every hand by superior numbers, their hero fallen and powerless, they cherished his memory as sacred, refused to believe that he was not invincible, and of late years have transferred that chimerical affection for the great uncle to the nephew.

These are but two examples of the stupendous effects growing out of an ardent nationality. On the other hand, we have in Mexico and Germany examples of nations without any such animating principle. What a pitiful figure do they make in the world's annals! If they have not failed in any great purposes, it has been because no great purposes ever demanded of them a support. Mexico is tottering upon the verge of unmitigated anarchy. Her exhaustless wealth, her territory, her peace, nay, her very civilization is gone—consumed in inaction and misrule! While Germany does not present so sad a picture, she is perhaps equally censurable. Mankind were certainly justifiable in looking for better things from what was once the noblest race of beings on the earth, and from which we are proud to have derived many leading features of our own institutions. The good and praiseworthy characteristics of Germany are now all of a negative nature, and the positive benefits which she has contributed towards the perfection of humanity have been modified by a scathing, desolating philosophy, or rather infidelity, from which may kind Heaven preserve us.

If, then, we are to regard nationality as an element of strength, tending to preserve and enoble a nation, how important that we keep the flame of patriotism brightly blazing on our country's altar! If Russia, armed with the single purpose or thought that she must subjugate Turkey, has been able to defy and withstand the combined armies of all Europe, what may we not hope for America to accomplish in the great aim of republicanizing the world! All history confirms the speculation, that if the United States are thoroughly convinced of their peculiar mission, that they have a work to perform no less imposing than the reformation of all existing forms of government, that monarchy and tyranny must and shall give way to democracy, and

that the continuation of their union is essential to success, she must ultimately prevail over all opposing forces, and take her rightful place as the chief among all governments. While such a high-toned national purpose is cherished, fanaticism and temporary abuses are powerless, the fair Temple of Freedom can never be demolished, and the Tree of Liberty will grow and spread its branches by "the rivers of water."

Then, when we commemorate the declaration of our independence, let the tocsin be sounded. Let us have the firing of cannons, speech-making, feasts, and the full play of all the artillery of popular enthusiasm. Let the farmer leave his fields, the mechanic his shop, the scholar his studies, to demonstrate his consciousness of citizenship in the great American Republic. Let us rebuke the sneer at our national vanity, and frown into disuse the morbid wit which affects to ridicule our patriotism.

EDUCATIONAL PERIODICALS.

The American Journal of Education, for June, a quarterly edited by Henry Barnard, L. L. D., and published at Hartford, Ct., is perhaps the largest and best thing of the kind in the world. It costs $3 per year, while the benefits accruing to its readers are beyond all computation.

The Illinois Teacher, edited by N. Bateman, of Jacksonville, Ill., and published monthly by Nason & Hill, at Peoria, is so neat and sprightly that we think of sending to its courteous editor for a few instructions as the secret of his success. His magazine evidences that he has a soul large enough to give them.

The New York Teacher, published for the State Association of Teachers, at Albany, under the editorial supervision of James Cruikshank, is like its namesake in Illinois,—neat and sprightly, and has a courteous editor. It has a very able corps of contributors, who make it what we would be glad to see the EDUCATOR made,—a necessity to every *live* teacher in the State. If any of our subscribers want the *N. Y. Teacher*, or that in Illinois, $1, forwarded to either editor, will secure it.

The Ohio Journal of Education has responded to our request for an exchange, and we are right glad of it, for much valua-

ble matter is brought to us by it. It is published for the Ohio Teachers' Association, by Follett, Foster & Company, at Columbus. Wm. T. Coggeshall is the editor, we believe.

The Wisconsin Journal of Education is also on our table as an exchange. It is filled with practical and sensible papers on the subject of education. A. T. Craig, Palmyra, Editor. Terms, $1 per year.

Several publications conducted by the students of various universities, colleges, seminaries and other schools, are on our table. *The Collegian* is printed at Columbia for the students of Mo. University, and speaks well for that institution. *The Student's Miscellany* hails from Wisconsin State University, and is creditable to its projectors. *The Fly-Leaf*, from Newnan, Georgia, is a dainty and interesting quarterly, published by young ladies in the school at that place. One of its leading objects is the promotion of female authorship in the South, and the style of its own articles evinces that that object has been to some extent attained. *The School Journal* is a handsome monthly from the Philadelphia schools; Geo. N. Townsend, Editor. *The Chaplet of Thought* comes from the young ladies of the Fielding Institute, Boonville, Mo. It will compare favorably with the others. We *ought* to be in possession of Epes Sargent's School Monthly, but are not. Lastly, but by no means least, *The Mignonette*, published in this city by the pupils of the Female College, is deserving of notice. Its articles are readable, and (what is higher praise) *original* with the young ladies. Much good must be done by these publications, if they are well sustained, and we wish them all long life and abundant prosperity.

Of another class is the *Daughter of Rebekah*, published at Boonville, Mo., by A. C. Wilson & Co. The first number reached us a few days ago, and fulfilled the high expectations which we entertained before its appearance. The Members of the Order of Odd Fellows, for whose especial benefit this periodical has been started, will find it an intelligent and zealous advocate of all the prime objects of their excellent fraternity. Its prospectus will be found on another page.

Manford's Monthly Magazine is the title of a periodical published in St. Louis by Erasmus Manford, advocating Universalism. Terms, $1 per annum.

LETTER FROM THE SOUTH-WEST.

Some time since, we addressed a letter to an old friend and class-mate, now in South-West Missouri, asking him to spare a little time from engressing horticultural amusements, and write something for the EDUCATOR. His reply will be found annexed. If the publication of this letter serves to introduce our friend to our readers as a regular contributor, we shall consider that we have not undergone the lampooning which he gives us in vain, for in days agone we know he wielded a pen with even more skill and grace than we are warranted in believing he now exhibits with a weeding hoe:

SOUTH-WEST CORNER, MO.,
June 23, 1858.

Dear Editor and Old-Time Friend:

Couldn't you work yourself up to the point of accepting a rambling, talkative letter, instead of the article you demand? If you can't, consider that a summer sun has outdone me, and the lassitude induced has rendered too dry and prosy for you and expectant readers, all such cogitations as mine.

But I shall have at you, if you will allow it, with a few replies and personal reflections, and, perhaps, shall be able to complete your idea of a whilom printer, student, (now pedagogue,) turned Sparrowgrass, sparrowgrassing it in the South-West. One of his kith, you know, was fond of showing city visitors his potato patch; and on such occasions grabbed out a specimen, comparing sadly with specimens of the like genus in market, and complacently offered it, remarking: "Take *that* to your friends, and show them what we can do at raising potatoes up here in the country."

When a lawyer-editor, (perhaps I don't mean you, sir,) rates a man for occupying so much space with details of his gardening, does he forget the first Ode of Horace, over which they two sweated together, and the argument of which runs that "men have different inclinations?" Does he suppose, sir, Cincinnatus, being a statesman, never allowed himself to mention peas, and cabbages, and cutworms? And when the editor himself, (like the man afflicted with unmentionable personal vermin,) talks most of *what runs in his head*—law business, ladies, railroad celebrations and government officials—will he deny to a less con-

spicuous individual the paltry privilege of prattling about what interests him? And now, sir, if you will permit me, I will annihilate the editor aforesaid with a quotation, and drop the subject:

"To the true lover of rural beauty a judiciously planted and well kept garden, seems, in the fullness of its summer beauty, almost a Paradise regained. * * * Gardening, the earliest employment of man, is also the most attractive. It is Emerson, we think, who says, that after working in one's garden nothing else seems worth doing. Here we seem to come in close communion with nature, and to co-operate with her in adorning and enriching the earth. To plant one's seeds, to await hopefully their germination, to watch the daily development of the tender plant, to protect it from the encroachments of weeds and the attacks of insects, to loosen the soil around it, to care for it, watch over it, and rejoice in its growth and fruitage, and finally to enjoy the sweets or one's labor in the ripened harvest—what mere sensuous pleasure can be greater? Our own squashes and melons are sweeter than any our money can buy; and no potatoes or cabbage or turnips are like ours!"

Is it possible there is anything worth talking about but lawyering or pedagoguing?

Blessings on you, kind editor, for giving us poor publicans a vehicle in which we may once more air our half-forgotten classics! You have engaged us to write, and write we will, *provided* you can overlook a few florid periods, and excuse a few excusable pedantries. But, seriously, I shall expect that department of the EDUCATOR occupied by teachers to be as instructive and as progressive as any other; and I think that every teacher and school director, and school commissioner in the State ought to subscribe for the EDUCATOR, and *pay for it;* not only that it may benefit him, but that from his knowledge and experience, he may communicate valuable suggestions to others.

I regret that I can give no such favorable aspect of school reform and progress, concerning this section, as one I noticed in your last. The country is new; the parents themselves, many of them, have not the advantages of an education, and consequently cannot so well appreciate them for their children; we are distant from commercial and literary centres, and have few facilities for communication. Nevertheless, the interest in

educational matters is increasing. Permanent schools are being established here and there. Many are beginning to see the necessity of intellectual training, and the means for it are increasing. At the point from which I now write, has sprung up, within two years, a young college, with fine buildings and good patronage. The country is rich in undeveloped mineral, mechanical and agricultural wealth. And since it is rapidly filling up with citizens from Eastern and older sections, you may confidently expect something better from us in the future.

With a "promise to pay" the contribution I owe you, I write myself as often before,

Yours, ever, ***

OFFICIAL INTERPRETATION OF THE SCHOOL LAW.

OFFICE STATE SUP'T COMMON SCHOOLS,
Jefferson City, July 1, 1858.

Question.—How many school districts can be made in one township?

Answer.—A township may be laid off into as many districts as the convenience of the inhabitants may require, provided no one district has a less number of children than forty.

Q.—When a vacancy occurs in the office of County School Commissioner, is the Clerk of the County Court authorized to fulfill the duties of the post until the vacancy is filled?

A.—In such case, *no person* is authorized to act until he is appointed by the County Court, as provided in Sect. 1, Art. 3, of our School Law. The Clerk may be appointed, but he cannot serve previous to his appointment.

Q.—If Trustees fail to comply with the law requiring them to make their reports to the County Commissioner on or before the last day of December, are their districts nevertheless entitled to their shares of the public money?

A.—They are not legally entitled to receive the money, when such failure exists. This is a strict construction of the law, and should not be departed from except where a failure to report in due time is unavoidable.

Q.—Are any old districts disorganized by late provisions of the school law?

A.—They are not. It will be seen by reference to Sect. 1, Art. 5, School Law of 1845, and Sect. 1, Art. 4, of our present law, that school districts organized prior to 1845 or since, are continued in existence, unless altered as prescribed by the law in force at the time of such alteration.

Q.—Can the Trustees of a School District sue and be sued as a corporate body?

A.—Under the law of 1845 this could not be done, according to a decision of the Supreme Court. But the law now in force gives the Trustees power to sue, and makes them liable to suit, as a corporate body.

Q.—How can costs be collected, or a decision enforced, where an appeal is taken from Trustees to the County Commissioner?

A.—The decision of the Commissioner, in all cases in which he has jurisdiction, under the law, are final and binding upon the parties to the controversy. This was intended as an expeditious and unexpensive method of settling most of the disputes and controversies that would be likely to arise in the administration of the school law. It is not to be presumed that the Trustees or other persons would refuse to execute the decision of the Commissioner in such cases, but if they did, the interposition of the Courts could be invoked to enforce it. When a party takes an appeal to the Commissioner, let him give due notice thereof to the adverse party, and if he makes default, the decision of the Commissioner will be as binding upon him as though he had appeared according to notice.

Q.—When a district is divided, should the money of such district, in the hands of the Pres't of the Board, or in the Treasury, go to the district in which the board of Trustees fall, or should it be divided between the two districts?

A.—If there are no debts due from the original district to which the money should be applied, justice requires (and the law does not forbid it) that it should be divided between the two districts according to the number of children in each.

Q.—Can a teacher who has not a certificate from the County Commissioner, be legally employed to teach a district school, and would the Trustees be authorized in paying such teacher the public school moneys?

A.—Both questions must be answered in the negative. The certificate of a Commissioner is good for one year from its date.

LIFE.—Life is no speculative adventure with those who feel its value and duties. It has a deeper purpose, and its path becomes distinct and easy in proportion as it is earnestly and faithfully pursued. The rudest or the most refined pursuit, if adapted to the wants and capacities of the pursuer, has a truth, a beauty, and a satisfaction. All ships on the ocean are not steamers or packets, but all freight bearers, fitted to their tasks; and the smallest shallop nobly fulfills its mission, while it pushes on towards its destined port, nor shifts its course because ships career to other points of the compass. Let man ride himself on the ocean of Time. Let him learn whether he is by nature a shallop or a ship, a coaster or an ocean steamer; and then, freighting himself according to his capacity and the market he should seek, fling his sail to the breeze, riding with wind and tide, if they go his course, but beating resolutely against them if they cross his path. Have a well chosen and defined purpose, and pursue it faithfully, trusting in God, and all will be done well.

NEW YORK has one Normal School, which costs only $12,000 per annum; Massachusetts has four; Pennsylvania, by the act of May, 1857, made provisions for twelve, to be established by private subscription. Rhode Island, Connecticut, New Jersey, Michigan, Wisconsin, and Kentucky, have each a Normal School, provided for by law. Ohio has two, sustained by teachers, without State assistance. There is a Normal Department in the High School in St. Louis. When shall we have in Missouri a *State* Normal School?

TIMELY sympathy rescues many a generous spirit from the despondency and gloom which hastens to the grave. Teachers should understand that truth, and be neither afraid nor indisposed to act upon it. They may thereby make many a refractory pupil obedient, and many a dull scholar lively. It is a little thing to console kindly him whom misfortune hath "marked for its own," yet to his broken heart it is like the gentle dew to the parched herbage—it is sweet almost as the inward consciousness of Heaven's approving smile to the penitent, prayeful sinner.—*Ohio Journal of Education.*